

Co-Teaching that Works!

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A Co-Teaching Success Story

Teachers: Anne and Barb

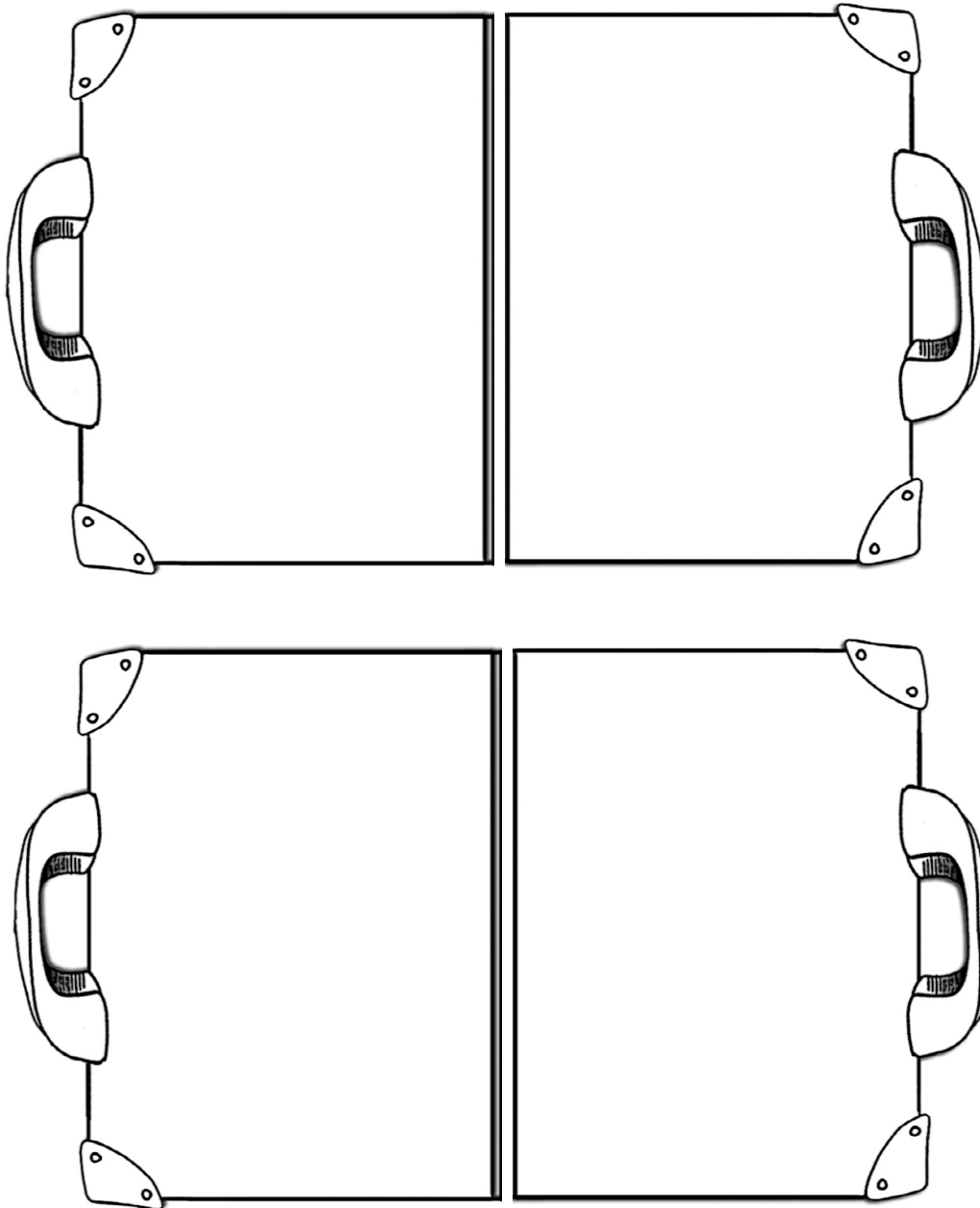
Class: 28 Students

Concerns: Vocabulary Comprehension and Retention

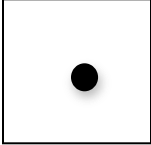
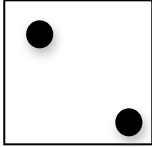
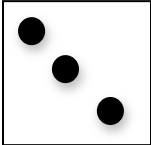
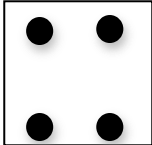
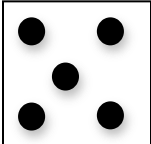
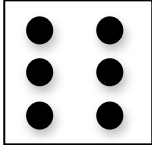
Ideas:

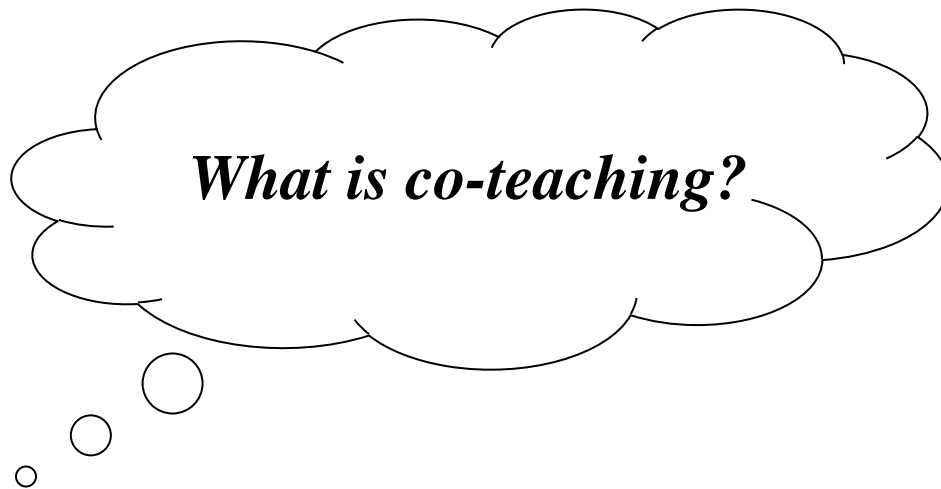
Idea Suitcases

Beninghof (2010) *Turning Best Practices into Daily Practices*. www.crystalsprings.com



Word Toss

Non-Example 	Sentence 
Synonym 	Antonym 
Description 	Draw It 



- Two or more *adults*
SLPs, OTs, PTs, ELL and Literacy Specialists –
anyone who is available!
- Simultaneously instructing a heterogeneous group of students
- In a coordinated fashion

Co-teaching is not...

- One teacher acting like a helper
- Just ‘showing up’
- Ignoring the needs of students with IEPs
- Teaching the same old way

Co-Teaching with EL Specialist

Objective: Use meta-cognition to strengthen comprehension and retention of informational text.

Mr. Langley—ELL Specialist	Content Teacher
<ul style="list-style-type: none"> • Arrange fishbowl activity—both teachers silent reading while students sit around them watching • Begin “thinking aloud about thinking” • Define and illustrate meta-cognition and other academic vocab • Distribute and explain Brain Bookmarks* • Share in debrief, clarifying language 	<ul style="list-style-type: none"> • Write objective on board • Take turns with Mr. Langley modeling “thinking aloud about thinking” • Share connection between meta-cognition and previous instruction • Direct students to read common passage with Brain Bookmarks—then debrief • Assign students to use bookmarks for homework

Co-Teaching with an OT

General Plan—Kindergarten Math—Mr. Jennings	OT Adaptations to Plan—Mrs. Bowen-Irish
<p>Students will be rotating through math centers.</p> <ol style="list-style-type: none"> 1. Counting math cubes by tens 2. Matching game with squares, circles, rectangles 3. Distributing pizza slices 4. Sorting photos by season 	<p><i>Bina and Torrie’s goals can be worked into center #1. Let’s provide chopsticks to the students and have them place the cubes into a bowl as they are counting. This will work on muscle strength for pencil grip. I will sit at this station.</i></p>

from Beninghof, A. (2012) Co-Teaching that Works, www.Jossey-Bass.com

Co-Teaching with an SLP

ELA Standard: Speaking/Listening

1a. Initiate and participate effectively in a range of collaborative discussions

Objective: students will identify and apply the elements of effective praise

Warm-Up

SLP: Choose four kids and praise them. Give generic praise to two of the students. Then give specific praise to the other two students.

Teacher: Ask the two kids who received generic praise what they did that was so good. Some students may guess something like, they were listening or paying attention. Ask them if they are sure that's what they did that was good. They'll have to say, "No" because the praise wasn't specific

SLP: Ask them if they can repeat their behavior. With puzzled faces, again they'll have to say, "No."

Then we'll repeat the same process and explain that because these students received specific praise, they could repeat that good behavior again if they wished.

Teacher: Ask students "What does 'specific' mean?"

SLP: Explain that in Com Lab today they are going to learn how to send specific praise so our friends, teachers, and parents know what they are doing that we like...

(lesson continues)

from Beninghof, A. (2012) Co-Teaching that Works, www.Jossey-Bass.com

Overview of Models

<i>Models</i>	Description	Pros	Cons
Duet	Both teachers share the entire instructional process.	Most integrated for students Fully utilizes all expertise	Most time intensive
Lead and Support	Teacher A does up front planning in isolation. Teacher B is fully involved in daily planning, implementation and assessment.	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Speak and Add/Chart	Teacher A leads and Teacher B adds visually or verbally.	Little co-planning time Almost anyone can do this	Can step on toes Underutilization of Teacher B's expertise
Learning Style	Teachers plan lesson and divide responsibilities by learning modalities. Teacher A might plan a visual and auditory component, while Teacher B plans a tactile/kinesthetic component.	Insures that all learning modalities are incorporated into instruction	Assumes that teachers will tolerate activity in the lesson
Complementary Instruction	Teacher A focuses on curriculum. Teacher B focuses on access or complementary skills through mini-lessons or input.	Sets up clear expectation that specialized instruction will be provided in general education setting	May slow down pacing
Adapting Model	Teacher A leads, while Teacher B wanders the room, providing adaptations as needed.	Very little co-planning time Focused expertise	Instructional changes are superficial rather than foundational
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction.	Multiple readiness levels are addressed Focused expertise	Possible feel of "tracking"
Station Teaching	Teacher A leads the class while Teacher B pulls a small group of students to the side of the room for direct instruction.	Intense, direct instruction for a small group of students	May be embarrassing for students who are pulled aside
Parallel Teaching	Class is broken into 2 heterogeneous groups. Each teacher takes a group.	Increased participation rates due to smaller group size Effective for limited materials	Requires equal expertise if used for direct content delivery

Co-Teaching Cafe



Duet



Lead and Support



Speak/Add



Learning Style



Adapting



Complementary



Parallel



Station

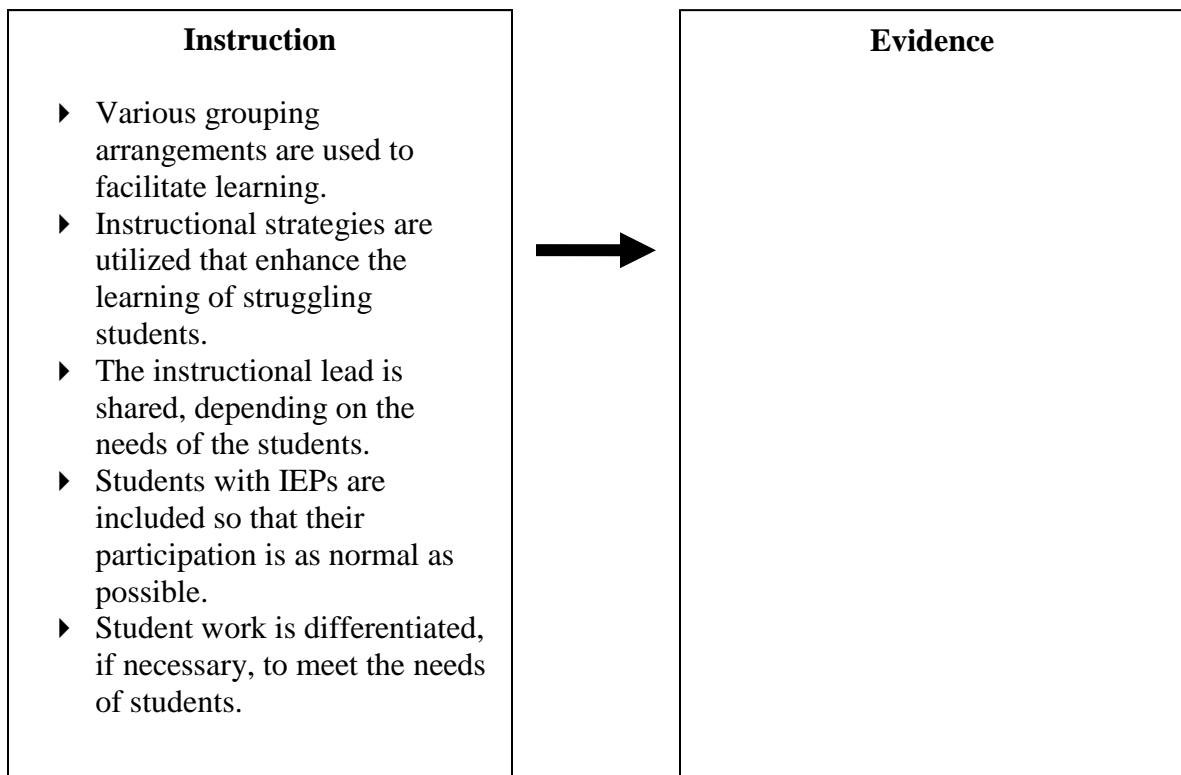
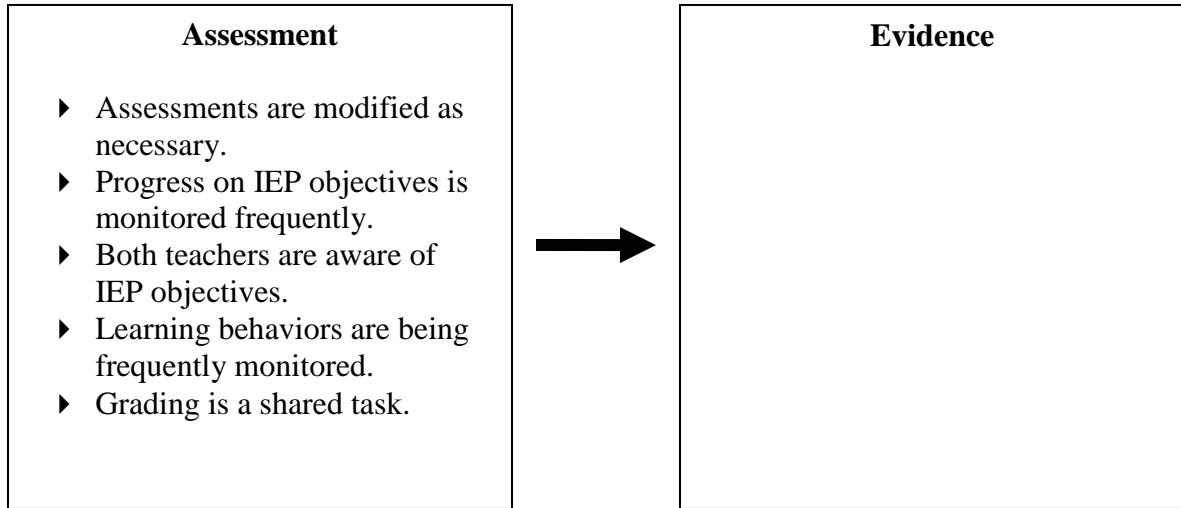


Skill Groups

Observation of Co-Teaching

Teachers: _____ Date: _____

Roles	Evidence
<ul style="list-style-type: none">▶ Both teachers are actively engaged in the teaching/learning process for 95% of the lesson.▶ The specialist integrates their unique teaching expertise into the lesson.	
Professionalism <ul style="list-style-type: none">▶ Students view both adults as “teachers” with equal authority.▶ Interactions between teachers show respect for each other.▶ Teachers feel equally responsible for what happens in the classroom.	
Communication <ul style="list-style-type: none">▶ Teachers share responsibility for major decisions regarding the instructional cycle.▶ Teachers have time to plan lessons together and discuss issues related to instruction.	



Additional Comments:

Co-Teaching Quantifiable Measures

# of times students are directed to talk with peers for a purpose	# of times specialist speaks to whole class
# of teacher to teacher interactions	# of tactile/kinesthetic activities for students
# of differentiated or specially designed instruction strategies, i.e. <input type="checkbox"/> visual supports <input type="checkbox"/> modeling <input type="checkbox"/> memory/review strategy <input type="checkbox"/> building background knowledge <input type="checkbox"/> peer to peer talk <input type="checkbox"/> making thinking visible <input type="checkbox"/> word parts <input type="checkbox"/> vocabulary strategy <input type="checkbox"/> Tier 2 vocabulary focus <input type="checkbox"/> scaffolding <input type="checkbox"/> TPR <input type="checkbox"/> manipulatives <input type="checkbox"/> task analysis <input type="checkbox"/> individual behavior plans <input type="checkbox"/> executive function skills <input type="checkbox"/> other:	# of minutes students spend in other than whole group <input type="checkbox"/> partners <input type="checkbox"/> trios <input type="checkbox"/> multiple small groups <input type="checkbox"/> 2 parallel groups <input type="checkbox"/> 1 small group, 1 large group Other descriptors: